**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Text \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Why did you pick this book?** | **TITLE/COVER** | | **PICTURES** | **GENRE** | | **SERIES** | **SUBJECT MATTER** | | | **AUTHOR** | **FRIEND/PARENT/TEACHER** | | | **OTHER** |
|  | | |  |  | |  | | |  | | |  | | |
| **Is this book easy, challenging, or just right?** | | | **EASY** | **JUST RIGHT** | | **CHALLENGING** | | |  | | |  | | |
| **Performance Criteria** | | **4** | | | **3** | | | **2** | | | | | **1** | | |
| **What do you think of the book so far?** | | **Opinion is detailed and makes connection to text and reader.** | | | **Opinion is general and/or has vague back-up.** | | | **Teacher must search for opinion, or S. says, “I just do.”** | | | | | **Unable to form coherent and informed opinion.** | | |
| **Tell me what’s been going on so far. (or what it’s about if finished).**  **Text supported**  **Teacher scaffolded** | | **Re-tell mentions all important elements in sequence and in detail. Is able to answer teacher questions in specific manner, using text.** | | | **Re-tell may leave out one thing and/or may be spotty. Is able to answer teacher questions in general manner.** | | | **Re-tell is heavily scaffolded by teacher. May go blank on teacher questions, or have to “search” for answers.** | | | | | **Has no idea how to re-tell in response to teacher prompt. Has no clue in response to teacher questions.** | | |
| **(Pick a part and have the student read to you.)**  **Sound out Pictures Meaning**  **No errors TP G(ave)** | | **Reader is fluent with no errors or chooses from many strategies to self correct.)** | | | **Reader relies on only one strategy to self-correct (sounding out)** | | | **Reader has to be provided word-solving strategies by teacher, but then corrects.** | | | | | **Reader shows no sign of word-solving strategies even after teacher prompt.** | | |
| **What do you think is going to happen next in the story? (prediction)**  **OR**  **What do you think about. . . ?** | | **Reader gives detailed prediction or inference based on text and/or background knowledge.** | | | **Reader gives detailed prediction or inference based primarily on background knowledge.** | | | **Reader’s prediction is limited or inference is vague.** | | | | | **Reader’s prediction is implausible or inference is off.** | | |
| **Are you reading at home? How’s that going? Does anyone read to you at home? What is next for you as a reader? (Books on deck? Subjects interested in?)** | | **Reader gives specific information leading to a reading life outside of school and/or a detailed one inside school.** | | | **Reader has a general idea about where they’re going and who they are as a reader.** | | | **Reader is prompted as a reader only through teacher direction.** | | | | | **Reader has trouble being a reader even with teacher direction.** | | |

**STRENGTHS: WISHES:**

**INSTRUCTIONAL PLAN:**